

## **Bulphan C. of E Academy**

### **SEND Policy.**

***September 2019***

#### **Introduction**

At Bulphan Church of England Academy, we celebrate the uniqueness of every child of God in our Christian Community and encourage them to flourish and shine in all they do preparing them for life's journey. Our vision is 'God's word is a lamp to guide our feet and a light for our path' inspired by Psalm 119:105.

We also believe every person in Bulphan Academy is special and the curriculum we deliver is catered towards the learning of all children. This policy has been adapted in line with the SEND changes to take place Sept 2014 and takes into account regulations set out by the New Code of Practice.

#### **Rationale**

We believe that our school should provide a caring Christian environment where every pupil's needs are responded to. This is reflected through our core Christian values of love, friendship, wisdom, perseverance, respect and courage which are rooted in day to day life at school. We also work in accordance with Vine Trust Principles and values and work to ensure consistency between the hub of schools we work closely alongside.

In our school, we recognise that all pupils are unique and different with individual strengths and challenges. Within this range are pupils who are less academically able than others, and pupils who have other needs – medical, emotional or social. This policy will deliver provision for all pupils with a special educational need (SEND).

#### **Aims and Objectives**

Our special educational needs provision aims to:-

- Provide high-quality learning experiences that take account of children's unequal starting points and which are provided irrespective of gender, ethnic background, age or disability.
- Provide good and outstanding High Quality teaching across the whole school.
- Deliver a curriculum which is rigorously planned to ensure breadth, depth and relevance and to enable progression, which takes account of needs and aspirations
- Allow learners to extend and realise their potential when they participate in a curriculum which offers challenge, learning experiences and support matched to individual needs.
- Empower learners to adopt meaningful roles in the present while preparing them for an effective and purposeful future.

#### **The New Code of Practice**

The following outlines the main changes made to SEND through the New Code of Practice:

The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEND

- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEND
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils with SEND (to replace School Action and School Action Plus)
- For children and young people with more complex needs, a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHCP) replace Statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005

### **Definitions (from Code of Practice 2014)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

## **Organisation and Implementation of SEND provision**

In our school, we have a positive whole school approach to all children. We focus on what each child can do, rather than what they cannot do. Having assessed the child's needs, we aim to meet them, giving them access to the Early Years Foundation Stage and the new National Curriculum and all aspects of school life, helping the child to enjoy success and achieve their full potential. The school aims to work together with parents to encourage the confidence and self-esteem of all children.

### 1) Persons Responsible for Day to Day SEND Provision

The Inclusion Manager has responsibility for SEND provision in the school with support from the Special Educational Needs Co-Ordinator (SENCo) and overseen by the Head Teacher. The class teachers are responsible for the learning which takes place within the classroom for that child.

### 2) Arrangements for Co-ordinating SEND Provision

The Inclusion Manager and SENCo will co-ordinate the Special Needs provision in the school.

Their responsibilities are:-

- To manage the day to day operation of the SEND policy.
- To analyse SEND data on a regular basis to pinpoint headlines
- To co-ordinate provision for and manage responses to children's special needs.
- To support and advise colleagues.
- To monitor, manage and contribute to the records of all children with special educational needs.
- To manage school-based assessment and complete documentation required by outside agencies and the LA.
- To act as a link and contact for parents of children with special educational needs.
- To maintain resources, both human and material, and a range of teaching materials so that appropriate provision can be made and to liaise with staff to ensure they are kept up to date about relevant resources.
- To act as a link with external agencies and support agencies.
- To monitor and evaluate special needs provision, through analysis of school, local and national data and report to the Local Governing Body (LGB).
- To keep up to date with latest publications, concepts and ideas with regards to SEND and pass on any relevant information as needed.
- To attend relevant training to ensure school is kept up to date with requirements and support available.

The class teacher, the Inclusion Manager or SENCo will be the first point of contact for parents of children with learning needs and the Inclusion Manager and SENCo will be the first points of contact for agencies that have enquiries to make.

Responsibilities of the LGB include: -

- To endeavour to secure necessary provision for any pupil identified as having special educational needs.
- To liaise with the Inclusion Manager, the SENCo and SLT regularly for updates on pupils with SEND
- To consult the LA and other schools where appropriate.

### 3) Identifying Pupils with SEND and determining and reviewing their needs

***High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. (1.24 Code of Practice 2014)***

When children join the school in Foundation Stage, we make use of records from pre-schools as well as pre-school visits to alert us to pupils who are likely to be placed on the SEND register. Similarly, if a pupil transfers from another school, we use information to help us decide if a child needs to be placed on the register. The Foundation Stage teacher will also gather their own data and make their own assessments on children's progress and abilities. In addition, teachers review the progress of their classes termly and assess children's attainment against qualifying levels for Special Educational Needs as set by the Local Authority.

Key indicators are usually

- Children working at the National Curriculum 2014 standards and bands significantly below their ARE
- Poor scores on their assessments
- Children involved with outside agencies (e.g. Speech Therapist, Hospitals)
- Children requiring greater attention than their peers or modification of the curriculum to a degree beyond normal class based differentiation, due to:
  - Learning difficulties (general/specific)
  - Social, emotional or mental health difficulties
  - Physical or sensory impairments
  - Speech & language difficulties

Depending on the level of difficulty, the class teacher and Inclusion Manager will place the child on the school SEND register. As a school, we have three levels of support:

- Monitor in Class school support 1 (in-class support formally known as School Action),
- Additional Intervention and School Support (AISS) (formally known as School Action +)
- Education Health and Care Plan (EHCP).

A child's level of need will still be judged against through use of the Essex Thresholds and teachers/Inclusion Managers expertise and knowledge for the time being.

If a child is placed on the School's SEND register, it is the responsibility of the class teacher's high quality teaching, with support from the Inclusion Manager, to set targets for the child in their area of need to address their difficulties and move the child forward. The class teacher will use advice from the Essex Provision Guidance Toolkit in order to develop strategies to support the child in class. All children on the SEN register will require a One Plan. Those children with an EHCP will have One Plans created by the Inclusion Manager or SENCo and working collaboratively with the child, parent, class teacher and any other outside agencies if applicable – this ensures that the child is at the very centre of the process.

For all children on the SEN register, regardless of whether they have an EHCP or not, the targets will be decided with both the child and the parents at an initial meeting and the comments of both child and parent will become part of the One Plan. Review meetings will be held termly to decide if any changes need to be made. These review meetings will include the Inclusion Manager or SENCo if a child has an EHCP or class teacher, parent, and child where possible. If a parent does not attend the review meeting, the review will still take place unless there are specific reasons for non-attendance.

Records of the One Plans are kept by the Inclusion Manager and SENCo and copies given to the child's class teacher and parents. This will summarise their strengths and aspirations as well as how we can all work together to achieve them. It is the class teacher's responsibility to ensure that the targets from the One Plan are incorporated into lesson plans.

The Inclusion Manager and SENCo will monitor the effect of the One Plans through data analysis, planning and book scrutinise and monitoring visits as well as discussions with pupils.

If it is felt a child is unable to access learning through Quality First teaching and the use of a One Plan, an Education, Health and Care Plan (EHCP) will be considered. This will involve meetings between parents and the Inclusion Manager or SENCo to decide how best the child is supported. The Inclusion Manager or SENCo will apply to the LA for an EHCP. The parents will be fully involved throughout the whole process as will the child if it is deemed appropriate. *(Relevant legislation: Section 36 of the Children and Families Act 2014 and Regulations 3, 4, and 5 of the SENDD Regulations 2014)*

***Following a request for an EHC needs assessment, or the child or young person having otherwise been brought to it's attention, the Local Authority must determine whether an EHC needs assessment is necessary. The Local Authority must make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request. (9.11, New Code of Practice, Sept 2014)***

***The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested (or a child or young person is brought to the local authority's attention) until the final EHC plan is issued, must take no more than 20 weeks. (9.40, New Code of Practice, Sept 2014)***

Once a child is allocated an EHCP, the school and parents will consider how best any additional funding is used to support the child.

***A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision (see 'Mechanisms for delivery of a Personal Budget' below) (9.95, New Code of Practice, Sept 2014)***

***Local authorities must provide information on Personal Budgets as part of the Local Offer. This should include a policy on Personal Budgets that sets out a description of the services across education, health and social care that currently lend themselves to the use of Personal Budgets, how that funding will be made available, and clear and simple statements of eligibility criteria and the decision-making processes. (9.96, New Code of Practice, Sept 2014)***

## **Differentiation**

All pupils with SEND are fully integrated into the school, including extra-curricular activities.

It is the class teacher's responsibility to ensure that the curriculum is differentiated so that the pupil's access to the curriculum is not impaired. Pastoral, medical or other teaching arrangements must not prevent this happening. For example, if a pupil is being taught separately, then the lesson that is missed should not always be the same - so denying a breadth of curriculum experience.

In general, children with Maths and Literacy targets can do work related to these as part of the lesson and interventions, which may be supported by an adult and / or in a small group.

There should also be a range and variety in the teaching strategies used including:

- individual support
- peer assessment
- Self assessment
- peer support (paired reading, collaborative writing, talk partners)
- use of specialist equipment/materials

- differentiated learning intentions or success criteria's
- parental involvement

Children who are not making sufficient progress or who are causing concern will be identified by the class teacher and Head teacher in pupil progress meetings. Personalised support will be put in place for a child if they are not making expected progresses. These interventions will be planned by the class teacher in short blocks and assessed regularly. Data will be tracked by the class teacher and Inclusion Manager or SENCo to ensure the correct children are placed within the appropriate intervention.

Other areas which fall under the Inclusion category:

- GRT (Gypsy, Roma or Traveller)
- EAL (English as an Additional Language)
- Vulnerable children: Children who have been identified as being vulnerable due to home/family situations or particular social needs.
- Looked After children: those in foster arrangements.
- Academically More Able children
- Children with specific medical needs

### **Disability Equality Scheme**

At Bulphan Church of England Academy, we recognise our duties and responsibilities under the Disability Discrimination Act as outlined on our Disability Equality Scheme and Action Plan (December 2007). It is our aim that through specific and accurate planning, resource allocation, differentiated reaching and use of adult intervention and support (where necessary) that **every** child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participated actively in developing to their full potential skills, knowledge and understanding. We will ensure that all 'reasonable adjustments' are made to help both children and adults with identified specific needs and disabilities to participate in the curriculum.

### **Information and Involvement of parents/carers and the community**

#### 1) Parents

At all stages of the special needs process, parents are informed and involved and clear information is provided about the education of children with special educational needs.

Parents are informed of their child's special educational needs, the targets that have been set to support the child's progress and the support their child is receiving. Parents are involved in the One Plan if their child has one. The SEND information pack is available to view on the school website and a parent leaflet is available outlining our SEND offer.

Account is taken of parents wishes, feelings and knowledge of their child and their views are an important part of the child's review. We encourage parents to make an active contribution to their child's education and to share in the process of decision-making. Parents are made welcome in the school and every effort is made to ensure that meetings are arranged in order to guarantee their attendance.

If a parent is dissatisfied after speaking to the pupil's class teacher, the Inclusion Manager or SENCo and the Headteacher, then a letter should be sent to the named LGB member responsible for SEND. The Complaints Procedure adopted by our LGB offers parents the opportunity to send a letter of complaint to the Clerk to the Governors or the Chair of the LGB using the school's address. With the LGB's involvement, the parent should receive a reply within three weeks.

#### 2) External Support Services

An Educational Psychologist (E.P.) can be called upon if we have concerns over a child and arrangements be made to assess that child within school. They observe the child, discuss provision with the class teacher, LSA and Inclusion Manager or SENCo and make recommendations in the form of a report, which is shared with all adults who work with the child and also the parents.

We also have positive links with the following services:

Speech, Language and Communication Therapists

Occupational Therapist

Physiotherapist

Behaviour Support

NELFT

Outreach Support Programmes from local schools with specialist provision

### 3) Educational Links

All Secondary Schools fed by our YR6 pupils receive SEND paperwork for the children who will be attending their school. Class teachers transfer information about the children with Special Educational Needs in their classes to the new class teacher in July. The Inclusion manager or SENCo will liaise with the SENCo from the new setting if deemed necessary. For children with an EHCP, we will endeavour to make the transition to Year 7 a smooth one through additional support in school, creating a transition workbook and additional visits to the secondary school.

## Resources

Thurrock County Council have made available in our budget a level of funding which is intended to support pupils with SEND who do not have a statement/EHCP, and some who are not on the SEND Register. The major part of this money is used to pay for the teaching and non-teaching staff who support our children's needs.

A portion of this money is also used to purchase equipment and consumable items.

## Training and Continued Professional Development

The Inclusion Manager and SENCo attend courses staged by the LA to improve understanding of the New Code of Practice, changes to SEND Sept 2014 and other aspects of SEND provision. These are on going and other members of staff may also attend them from time to time. Teaching assistants also attend courses on various aspects of their work.

Staff receive training and support in adapting to the new changes in SEND Sept 2014 and other areas relating to supporting children with special educational needs and disabilities in the classroom through weekly PDM's (Professional Development Meetings) and half termly pupil progress meetings (PPM's). They have also been given training on the Essex Provision Toolkit and have been given training on creating, monitoring and reviewing One Plans tailored alongside parents to cater for children's specific academic and social needs.

The Inclusion Manager and SENCo will inform teaching and non-teaching staff of any relevant ideas or resources which may be available for particular children. The Inclusion Manager and SENCo will also support staff through observation, book and planning scrutinies and termly data analysis.

## ICT

ICT will be used wherever relevant to meet the needs of children with special educational needs. We also liaise with a local secondary provision which specialises in ICT support for children with SEND.

### **Monitoring and Evaluation (including role of LGB)**

The Inclusion Manager, SENCo and the Head Teacher regularly review the work of the school in this area. The Inclusion Manager also reports regularly to the named governor with responsibility for special needs and inclusion.

There is a great sense of self-esteem and well-being in pupils who feel they are achieving success - an essential, if unquantifiable, marker. It is this feeling of success which dictates a child's approach to work and future progress. For this reason, children are made aware of the targets and derive confidence from meeting these targets. We value responses from pupils and parents in Reviews; favourable responses indicating success of SEND provision.

The progress of the SEND cohort is regularly recorded and analysed. The results of this will inform the SEND Action Plan and influence support methods and provision.

### **Assessment and Record Keeping**

Termly assessments of all pupils are made in core curriculum areas and entered on the school Pupil Asset. The Inclusion Manager and SENCo can then filter out children with Special Educational Needs from each year group to analyse the progress made by this group. Class assessment data will also be reviewed by class-teachers and the Senior Leadership Team. Children with Special Educational Needs who are not making adequate progress, given their capabilities, will be identified and reasons for this discussed with the class-teacher at a termly progress meeting. Additional / alternative support can then be set up and/or further assessment leading to more-detailed analysis of need can then be carried out.

### **Review**

This policy will be reviewed annually.



## Appendix 1:-

### Bulphan C of E. Academy – The One Plan

- Children's attainment is assessed termly. The Inclusion Manager will then amend the SEND register according to the latest set of data or ongoing concerns.
- Children arriving in the school between assessments can be added to the register on the basis of teacher assessment and or information from previous school.
- If a child's social, emotional or mental health needs are causing concern and they do not have academic concerns that merit them having a One Plan, they may have CMP (Consistent management Plan) or PSP (Pastoral Support Plan).
- Class teachers will help produce a One Plan and the Inclusion Manager will assist and advise as necessary and add own comments if appropriate.
- The One Plans for children with Statements of EHCP's will be created by the Inclusion Manager in accordance with the latest Annual Review and EHCP targets.
- Targets will be written in child-speak and purposeful to the child. They will be measurable and specific.
- One Page Profiles will be produced from the One Plans will be readily available for all adults working with the child.
- Progress towards the targets will be recorded as appropriate.
- Progress towards these targets will be recorded regularly by adults working with the child and by the child after this has been agreed with an adult.
- The One Plan will be established at the beginning of the academic year and then reviewed termly and any changes made.
- It is preferable for both parent and child to attend the meeting to establish the One Plan if it is felt the child is age appropriate to do so.
- The class teacher will review progress towards the last set of targets and outline the new targets to both parent and child termly.
- A copy of the new One Plan will be sent home to parents.
- A copy of both the reviewed One Plan will be stored in the school and a copy with the class teacher and appropriate adults in the class.
- If a parent does not attend the meeting, they will be invited to attend a meeting at another time.
- If a class teacher has attempted to contact a parent and meet with them to review the progress of a child with SEND but has not been successful, this will be noted on the review form and the child's comments will be recorded from discussion with the class teacher.